



Gallman Elementary

255 Hawkins Rd
Newberry, SC 29108

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 456 Students | |
| Principal | Cathryn H. Hartzog | 803-321-2655 |
| Superintendent | Mr. Bennie Bennett | 803-321-2600 |
| Board Chair | Mr. Don Saylor | 803-276-9765 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------|
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | Below Average |
| 2006 | Average | Good |
| 2005 | Below Average | Below Average |
| 2004 | Average | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

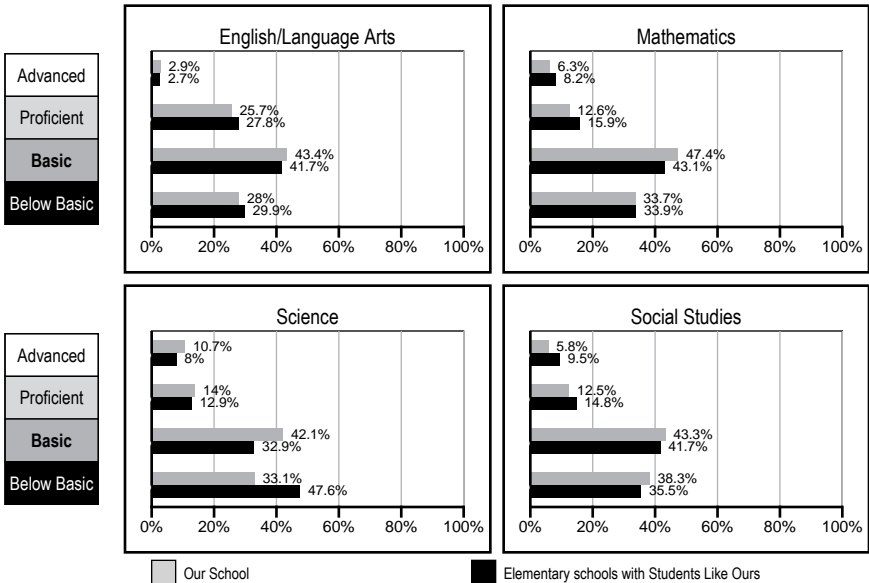
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 16 | 66 | 23 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=456) | | | | |
| First graders who attended full-day kindergarten | 96.4% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 5.8% | Up from 5.1% | 3.0% | 2.3% |
| Attendance rate | 96.1% | No Change | 96.0% | 96.3% |
| Eligible for gifted and talented | 6.5% | Down from 7.1% | 6.2% | 10.4% |
| With disabilities other than speech | 7.9% | Up from 7.5% | 8.2% | 7.5% |
| Older than usual for grade | 2.8% | Up from 1.6% | 1.0% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=33) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 59.5% | 54.2% | 56.7% |
| Continuing contract teachers | 66.7% | Down from 75.7% | 71.7% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 83.0% | Up from 73.6% | 84.9% | 86.4% |
| Teacher attendance rate | 94.2% | Down from 99.5% | 94.9% | 94.9% |
| Average teacher salary | \$43,454 | Up 4.3% | \$44,314 | \$45,345 |
| Professional development days/teacher | 18.2 days | Down from 20.0 days | 13.1 days | 12.6 days |
| School | | | | |
| Principal's years at school | 11.0 | Up from 10.0 | 3.8 | 4.0 |
| Student-teacher ratio in core subjects | 19.4 to 1 | Up from 17.4 to 1 | 17.2 to 1 | 18.5 to 1 |
| Prime instructional time | 90.2% | Down from 94.1% | 89.1% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.8% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$7,712 | Down 7.7% | \$7,684 | \$7,052 |
| Percent of expenditures for instruction* | 78.1% | Up from 77.7% | 69.1% | 69.1% |
| Percent of expenditures for teacher salaries* | 71.5% | No Change | 62.9% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Gallman Elementary continues “Leaping into Learning” as we complete the fourth year in our new school. The staff, parents, and community continue to work together to provide quality educational opportunities for all our students. Students have thrived in our warm, caring environment and have reached out to others through activities supported by the school, such as Adopt-A-Family, Pennies for Patients, Jump Rope for Heart, Math-a-thon, and our extensive recycling programs. Student support and donations continue to surpass our expectations. This reinforces our spirit of giving and caring for others.

As we began the 2007-08 school year, our School Leadership Team met to analyze all current data and surveys on our students and our school. The analysis of this data, which was shared with our SIC, teachers, and parents, was very encouraging as we continued to show school-wide improvement across most subject areas. We were recognized by the Education Oversight Committee (EOC) for our effort to close the Achievement Gap among students of differing economic, racial, and ethnic groups.

Gallman teachers have been offered many opportunities to expand their knowledge and expertise through attendance at workshops, working with site-based consultants, taking technology training, and by pursuing advanced degrees. Approximately 7% of our teachers are working on advanced degrees. One of our teachers, Peggy Wilson, was named Teacher of the Year for the District of Newberry County for 2008.

Several school-wide programs and activities have been implemented to promote achievement and encourage students to exemplify good habits, such as an Awards/Celebration Day held each nine weeks and Brag Tags that are sent home to parents to recognize positive accomplishments. Many parenting events were held, such as lunch with grandparents, Hispanic Parent workshop, and Family Science night. Our PTO organization continues to provide outstanding assistance and incentives to the students, teachers, and the school. Through their fundraising efforts this year, we now have a beautiful stage curtain.

Additional highlights of our year include a 21st Century After-School program; the purchasing of more SmartBoards, Senteo systems, and document cameras with Title One funds; Newberry County Memorial Hospital Healthy Hearts grant; the awarding of first place in the EdVenture Hallowonka Candy Sculpture statewide contest; and the selection of a fourth-grade student's drawing in the Safe Kids Calendar. We have had a winner in this contest for three consecutive years.

Learning with high expectations in a safe, nurturing environment with the support of families and the community continues to be our focus at Gallman Elementary School.

Cathie Hartzog, Principal
Katrina Minick, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 36 | 55 | 21 |
| Percent satisfied with learning environment | 94.4% | 78.2% | 95.2% |
| Percent satisfied with social and physical environment | 97.2% | 83.6% | 95.2% |
| Percent satisfied with school-home relations | 88.9% | 79.1% | 100.0% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 5.4% | 0.0% | No |
| Student attendance rate | 96.1% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 206 | 100 | 28 | 44.1 | 24.2 | 3.8 | 39.8 | 38.5 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 109 | 100 | 36.7 | 36.7 | 22.4 | 4.1 | 34.7 | 30.2 | 41.7 | N/A | N/A |
| Female | 97 | 100 | 18.2 | 52.3 | 26.1 | 3.4 | 45.5 | 47.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 45 | 100 | 14 | 41.9 | 37.2 | 7 | 60.5 | 53.3 | 60 | Yes | Yes |
| African American | 119 | 100 | 31.8 | 43.9 | 20.6 | 3.7 | 34.6 | 21.8 | 31.7 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 42 | 100 | 33.3 | 47.2 | 19.4 | 0 | 30.6 | 32 | 38.4 | I/S | Yes |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 38 | 100 | 51.5 | 36.4 | 6.1 | 6.1 | 18.2 | 10.8 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 22.9 | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 41 | 100 | 34.3 | 48.6 | 17.1 | 0 | 28.6 | 28.8 | 36.9 | I/S | Yes |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 163 | 100 | 31.9 | 45.8 | 20.1 | 2.1 | 33.3 | 24.8 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 206 | 100 | 33.9 | 47.3 | 12.4 | 6.5 | 31.2 | 39.1 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 109 | 100 | 42.9 | 38.8 | 9.2 | 9.2 | 34.7 | 37.5 | 45.6 | N/A | N/A |
| Female | 97 | 100 | 23.9 | 56.8 | 15.9 | 3.4 | 27.3 | 40.8 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 45 | 100 | 23.3 | 41.9 | 16.3 | 18.6 | 55.8 | 55 | 59 | Yes | Yes |
| African American | 119 | 100 | 40.2 | 44.9 | 12.1 | 2.8 | 24.3 | 21 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 42 | 100 | 27.8 | 61.1 | 8.3 | 2.8 | 22.2 | 33.6 | 38.1 | I/S | Yes |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 38 | 100 | 60.6 | 27.3 | 6.1 | 6.1 | 27.3 | 13.9 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 20 | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 41 | 100 | 28.6 | 62.9 | 5.7 | 2.9 | 20 | 32.1 | 38.7 | I/S | Yes |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 163 | 100 | 38.2 | 46.5 | 11.1 | 4.2 | 27.1 | 26.2 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 142 | 100 | 34.1 | 41.1 | 13.2 | 11.6 | 24.8 | 30.2 | 35.7 | 96.1 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 72 | 100 | 39.7 | 36.5 | 11.1 | 12.7 | 23.8 | 30.6 | 37.4 | 96 | 95.7 |
| Female | 70 | 100 | 28.8 | 45.5 | 15.2 | 10.6 | 25.8 | 29.6 | 33.8 | 96.2 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 30 | 100 | 21.4 | 25 | 21.4 | 32.1 | 53.6 | 45.2 | 49.2 | 96 | 96 |
| African American | 81 | 100 | 43.8 | 42.5 | 8.2 | 5.5 | 13.7 | 12.9 | 17 | 96.2 | 95.9 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 93.8 | 95.5 |
| Hispanic | 31 | 100 | 21.4 | 53.6 | 17.9 | 7.1 | 25 | 26.2 | 24.9 | 95.9 | 95.8 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 96.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 26 | 100 | 60.9 | 30.4 | 0 | 8.7 | 8.7 | 8 | 14 | 94.1 | 94.8 |
| Migrant Status | | | | | | | | | | | |
| Migrant | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 10 | 21.9 | 96.2 | 96.1 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 30 | 100 | 22.2 | 55.6 | 14.8 | 7.4 | 22.2 | 24.8 | 24.4 | 96.3 | 96.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 115 | 100 | 35.9 | 44.7 | 11.7 | 7.8 | 19.4 | 17.4 | 21.1 | 96.1 | 95.4 |

Social Studies

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 138 | 100 | 37.8 | 44.1 | 12.6 | 5.5 | 18.1 | 24.2 | 34 | 96.1 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 79 | 100 | 36.5 | 43.2 | 14.9 | 5.4 | 20.3 | 25.1 | 36.6 | 96 | 95.7 |
| Female | 59 | 100 | 39.6 | 45.3 | 9.4 | 5.7 | 15.1 | 23.4 | 31.3 | 96.2 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 25 | 100 | 25 | 45.8 | 8.3 | 20.8 | 29.2 | 34.3 | 44.5 | 96 | 96 |
| African American | 82 | 100 | 39.5 | 42.1 | 15.8 | 2.6 | 18.4 | 13.1 | 19.1 | 96.2 | 95.9 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 93.8 | 95.5 |
| Hispanic | 31 | 100 | 44.4 | 48.1 | 7.4 | 0 | 7.4 | 21.1 | 27.5 | 95.9 | 95.8 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 96.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 27 | 100 | 52.2 | 39.1 | 8.7 | 0 | 8.7 | 7.9 | 14.4 | 94.1 | 94.8 |
| Migrant Status | | | | | | | | | | | |
| Migrant | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 8.3 | 22.6 | 96.2 | 96.1 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 30 | 100 | 46.2 | 50 | 3.8 | 0 | 3.8 | 18.3 | 27.3 | 96.3 | 96.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 109 | 100 | 43.9 | 44.9 | 8.2 | 3.1 | 11.2 | 14.6 | 21 | 96.1 | 95.4 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 63 | 100 | 7.4 | 46.3 | 46.3 | 0 | 46.3 |
| | 4 | 56 | 100 | 33.3 | 37.5 | 29.2 | 0 | 29.2 |
| | 5 | 61 | 100 | 36.2 | 48.3 | 15.5 | 0 | 15.5 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 70 | 100 | 23.3 | 31.7 | 38.3 | 6.7 | 45 |
| | 4 | 71 | 100 | 23.9 | 53.7 | 19.4 | 3 | 22.4 |
| | 5 | 65 | 100 | 37.3 | 45.8 | 15.3 | 1.7 | 16.9 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 63 | 100 | 27.8 | 63 | 5.6 | 3.7 | 9.3 |
| | 4 | 56 | 100 | 20.8 | 43.8 | 18.8 | 16.7 | 35.4 |
| | 5 | 61 | 100 | 29.3 | 48.3 | 17.2 | 5.2 | 22.4 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 70 | 100 | 38.3 | 43.3 | 11.7 | 6.7 | 18.3 |
| | 4 | 71 | 100 | 29.9 | 52.2 | 10.4 | 7.5 | 17.9 |
| | 5 | 65 | 100 | 33.9 | 45.8 | 15.3 | 5.1 | 20.3 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 33 | 100 | 31 | 44.8 | 17.2 | 6.9 | 24.1 |
| | 4 | 56 | 100 | 41.7 | 35.4 | 12.5 | 10.4 | 22.9 |
| | 5 | 34 | 100 | 30.4 | 52.2 | 8.7 | 8.7 | 17.4 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 35 | 100 | 43.3 | 33.3 | 20 | 3.3 | 23.3 |
| | 4 | 71 | 100 | 22.4 | 52.2 | 13.4 | 11.9 | 25.4 |
| | 5 | 36 | 100 | 50 | 25 | 6.3 | 18.8 | 25 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 30 | 100 | 20 | 40 | 32 | 8 | 40 |
| | 4 | 56 | 100 | 35.4 | 39.6 | 20.8 | 4.2 | 25 |
| | 5 | 36 | 100 | 57.7 | 19.2 | 15.4 | 7.7 | 23.1 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 35 | 100 | 23.3 | 60 | 10 | 6.7 | 16.7 |
| | 4 | 70 | 100 | 33.3 | 50 | 12.1 | 4.5 | 16.7 |
| | 5 | 33 | 100 | 61.3 | 16.1 | 16.1 | 6.5 | 22.6 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample